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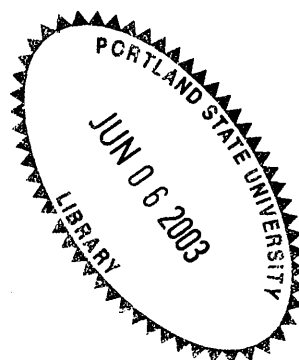
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Apr 7, 2003



PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FROM: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **MAY 5, 2003**, at 3:00 p.m. in room **53 CH**.

AGENDA

A. Roll

*B. Approval of the Minutes of the APRIL 7, 2003, Meeting

C. Announcements and Communications from the Floor
President's Report

NOMINATION OF THE 2003-04 SENATE PRESIDING OFFICER

D. Unfinished Business

1. Academic Requirements Committee Proposal for Changes in the Honors Graduation Policies – Mercer

E. New Business

- *1. Curriculum Committee Course and Program Proposals - Elteto
- *2. Graduate Council Course and Program Proposals - Koch
- ✓ *3. Proposed Amendment to the Constitution, Art. IV, Sec. 4, 4), f., Library Committee - Walton

F. Question Period

1. Questions for Administrators
2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees

Provost's Report

1. Report of the Annual Joint IFS, AOF, AAUP Meeting of May 3, 2003 - Carter
- *2. Academic Requirements Committee Annual Report - Mercer
- *3. General Student Affairs Annual Report - Devletian
- ✓ *4. Library Committee Annual Report - Walton
- *5. Scholastic Standards Committee Annual Report - MacCormack
- *6. Teacher Education Committee Annual Report - Reuler
7. President's Budget & Priorities Committee Progress Report - Johnson

H. Adjournment

***The following documents are included with this mailing:**

- B Minutes of the meeting of April 7, 2003
- E1 Curriculum Committee Course and Program Proposals
- E2 Graduate Council Course and Program Proposals
- E3 Proposed Amendment to the Constitution, Art. IV., Sec. 4, 4), f. Library Committee
- G2 Academic Requirements Committee Annual Report
- G3 General Student Affairs Annual Report
- G4 Library Committee Annual Report
- G5 Scholastic Standards Committee Annual Report
- G6 Teacher Education Committee Annual Report

Secretary to the Faculty

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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 7, 2003

Presiding Officer: Sherril Gelmon

Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Allen, Ames, Andres, Arante, Barham, Bleiler, Brodowicz, Brower, C. Brown, D. Brown, Butler, Carr, Chenoweth, Collie, Cornman, Cress, Daasch, Farr, Fischer, Fosque, Franz, Gelles, Gelmon, Glanville, Hagge, Hall, Halverson, Harmon, Hendricks, Hickey, Hillman, Hunter, Jivanjee, Johnson, Ketcheson, King, Kristof, Lehman, Liebman, Nash, O'Halloran, Palmiter, Pfeiffer, Prince, Rhee, Robinson, Rosengrant, Rueter, Seltzer, Santelmann, Shinn, Spolek, Temple, Thompson, Walton, Wang, Wattenberg, Weasel, Wetzel, Wheeler.

Alternates Present: McBride for Caskey, Pejcinovic for Casperson, R. Mercer for L. Mercer, Burchard for Peigahi, Holliday for Talbott.

Members Absent: Agre-Kippenhan, Burns, Cabelly, Collins, Dillon, Falco, Gregory, Haaken, Jacob, Jolin, Knights, Kretovich, Koch for Lall, Luckett, Mandaville, Miller-Jones, Morris, Nissen, Philbrick, Raffo, Reder, Shusterman, St. John, Wanjala, Wollner.

Ex-officio Members

Present: Andrews-Collier, Bernstine, Carter, Christopherson, Driscoll, Elteto, Feyerherm, Kenton, Lieberman, Livneh, Pfingsten, Reuler, Rhodes, Samuels, Tetreault, Toulon, Ward, Wallace, Withers.

A. ROLL CALL

The meeting was called to order at 1504.

B. APPROVAL OF THE MINUTES

The minutes of the meeting of March 3, 2003, were approved with the following corrections:

Members Present: Hendricks was present at the meeting.

p. 47: D. Brown was incorrectly identified as A. Brown in two instances.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

The Presiding Officer noted that at the 4 May Senate meeting, nominations will be solicited for the 2003-04 Presiding Officer. Senators were also reminded that the Agenda for the 2 June Senate meeting is very full, which could require that the meeting be continued to 9 June.

President's Report

BERNSTINE noted he testified in Salem before the Ways & Means Committee on this date in the a.m. It is unclear how much below the governor's budget the system may end up with, but it is looking at this point to be around 10%. The university is attempting to keep the cuts to the administrative side only, to date.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Curriculum Committee Course and Program Proposals

ELTETO presented the proposals for the committee.

WETZEL/HILLMAN MOVED THE SENATE APPROVE course and program changes and proposals listed in "E-1" for the College of Arts & Sciences.

THE MOTION PASSED by unanimous voice vote.

FARR/C.BROWN MOVED THE SENATE APPROVE a course proposal listed in "E-1" for the College of Engineering & Computer Sciences.

THE MOTION PASSED by unanimous voice vote.

BARHAM/WATTENBERG MOVED THE SENATE APPROVE courses listed in "E-1" for University Studies Clusters, excluding PHIL 314, which the Curriculum Committee has not approved to date.

RUETER/HILLMAN MOVED TO AMEND THE MOTION to state that all 399-numbered courses be considered separately.

BARHAM noted that 399-numbered courses are approved for a limited period of time and have never been excluded in the past. They are usually in process and will have to be approved by the Curriculum Committee to become regular offerings. C.BROWN stressed that a new course needs to prove itself in a cluster or it won't get the enrollment needed to make it a permanent course, and the University Studies Committee looks at these courses accordingly. RHODES stated that 399-numbered courses are frequently those taught by new or visiting professors, which is one reason they do not have a discrete number. BARHAM noted that 399-numbered courses approved for clusters get much more attention than other 399 courses, which get only departmental scrutiny.

WETZEL noted that if 399-numbered courses can be in a cluster with no approval, than PHIL 314 should be measured by the same standard.

WEASEL reiterated Brown's comments with respect to new faculty trying to establish a track record for their courses that are not in the PSU Catalog.

THE QUESTION WAS CALLED.

THE AMENDMENT WAS WITHDRAWN by RUETER/HILLMAN.

THE QUESTION WAS CALLED.

THE MOTION PASSED by unanimous voice vote.

2. Graduate Council Course and Program Proposals

KOCH presented the proposals for the committee, noting that the proposal for a new area emphasis in the M.A. in History does not in fact require Senate approval.

HILLMAN/WETZEL MOVED THE SENATE APPROVE proposals for the College of Arts & Sciences.

BARHAM reminded the Senate that some of these courses have not been approved at the 400-level to date.

THE MOTION PASSED by unanimous voice vote.

3. Academic Requirements Committee Proposal for Changes in the Honors Graduation Policies

R. MERCER presented the proposal for the Academic Requirements Committee.

WETZEL/COLLIE MOVED THE SENATE APPROVE in E-3:

- "1) initiate the use of Latin terminology for graduation with honors;
Summa cum laude 3.85 - 4.00 GPA
Magna cum laude 3.70 - 3.84 GPA
Cum laude 3.50 - 3.69 GPA
There will be no minimum carrying load for honors."*

THE MOTION PASSED by unanimous voice vote.

HILLMAN/LIEBMAN MOVED THE SENATE APPROVE in E-3:

- "2) require a minimum of 90 PSU credits to qualify for honors. At least 75 credits must be taken for a differentiated grade. Only PSU credits would be calculated for honors."*

C.BROWN asked if the committee considered the implications for the community college transfer who may come with a maximum amount of transfer hours and won't be earning 90 hours at PSU, consequently. MERCER stated that the committee failed to consider this eventuality, and noted he is concerned about this issue as well. SELTZER iterated his concern that we don't create barriers for community college transfers.

C.BROWN/SELTZER MOVED TO AMEND "90 credits earned at PSU to 72 credits earned at PSU, and 75 credits taken for a differentiated grade to 60 credits taken for a differentiated grade."

SELTZER asked for a clarification on the determination of the minimum number of credits. R. MERCER stated it was based on reviewing other policies, for example, University of Oregon had a required minimum of 90 and Oregon State University had a required minimum of 45.

BARHAM stated that this change is to the benefit of returning students who may not have had stellar previous academic careers.

O'HALLORAN/PALMITER MOVED TO TABLE the motion.

THE MOTION TO TABLE PASSED by unanimous voice vote.

R. MERCER/LIEBMAN MOVED THE SENATE APPROVE in E-3:

"3) apply the current University repeat policy to the calculation of University honors."

MERCER stated that this proposal is intended to establish consistency between the application of honors criteria and criteria for repeating courses. C. BROWN asked for a clarification regarding rationale. R. MERCER stated that if it applies to graduation, that applying it across the board is more consistent. WETZEL noted it is hard to believe that this proposal could be abused.

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

Provost's Report

The Provost reported after the President's report, as both had to leave the meeting to attend budget discussions. TETREAULT noted that her comments here are largely included in a letter to the faculty regarding budget issues, to be distributed this week (attached). TETREAULT noted there is a perception that the only thing that matters is enrollment, but that is not the case. For example, the Budget & Priorities Committee has established criteria to keep the vision and direction of the university going forward. There has been attention to enrollment growth, human resources and infrastructure support attendant therein, regional, statewide, national, and international recognition for programs, and scholarship of distinction, public and private partnerships, and multiple funding streams. There are a few other things going on as well, especially an examination of infrastructure support for research based on the feedback from faculty focus groups. The Provost from Georgia State was brought in to look at this and we have a very informative report. It has been discussed with the CADS, and a small subcommittee, Tetreault, Ward, Kaiser, Driscoll, and Feyerherm will review the report and return recommendations to the Faculty Senate. We recognize the reality of the budget situation but we can still move things forward. Vice Provost's Feyerherm report on research has been put up on the Web. TETREAULT noted that the letter also contains a discussion of course redesign projects, for example, introductory Spanish. TETREAULT also noted that the travel freeze has exceptions, among them travel for tenure-related faculty and faculty giving peer review papers, and a letter has been sent to department chairs pursuant to the former. TETREAULT noted her review of the Tenure and Promotion files is scheduled to be completed by 1 May.

1. Report of the IFS Meeting of April 4-5, 2003, at the State Capitol

CARTER reported on the meeting (attached) noting that faculty are encouraged to attend the annual joint meeting of IFS, AAUP and AOF on 3 May 2003. at Corvallis.

2. Budget & Priorities Committee Report

JOHNSON reported for the committee. He noted that the committee has been meeting for some time, and there will be accelerated activity in the next few weeks culminating in public fora at the end of the month and early in May. A mitigating factor for PSU is that our enrollment is growing faster, and we have increased tuition less. The total projected tuition increase for the next biennium is 15% at PSU whereas it will be higher at other OUS institutions. Other states project increases of as much as 30 and 40%.

The committee has asked the administration to prepare a series of budget scenarios to project cuts of up to 10% (\$16.5 Million per year for two years), which is anticipated to be the worst case scenario. In the meantime, the committee has tried to educate itself on the nature of the university budget and arriving at protocols for the administration to follow. The first round of proposals will be delivered this week. Eventually, there will be a thorough vetting of how the gap

will be met. The second activity the committee is engaged in is the composition of a White Paper having to do with structural changes to the institution and this institution's place in the system, which will have some level of specificity to it. The third activity has to do with addressing issues raised on the public discussion web site. (www.bud.pdx.edu) with directed specificity and scrutiny. The committee has gone to great lengths with the gracious assistance of the Budget Office to make sure that this site is anonymous, and members of the university community are urged to forward concerns in other manners if they feel anonymity is not secure.

COLLIE asked for a clarification of the committee's activities, since we have already submitted proposed cuts and given notices. DRISCOLL noted that these proposals were submitted to the administration who will be forwarding them to this committee. COLLIE iterated his concern that his large Academic Professional staff has waited patiently to learn whether they will be employed next year. JOHNSON noted that the Administration is scheduled to deliver the scenarios to the committee on Wednesday, April 9, and that President has requested the committee's recommendations be delivered no later than June 1, 2003.

3. Assessment Initiative Report

LIEBERMAN reported that the Initiative is moving forward and thanked those faculty who have been active to date. She has met with each Dean and Associate Dean in the last one and a half weeks, noting that interest is heightening as Accreditation comes closer into view. Associate Deans will be working with a lead individual in each school and college, with CLAS having three representatives from the distribution areas. There will be a graduate student available to each cluster of departments to assist those departments in self study activities. We will be using the electronic portfolio for this activity.

The six parts of assessment the departments will be looking at are program description, student profile, student learning assessment plan, mid-course evidence for assessment, end of program evidence of assessment, and resultant program modifications. A memorandum will be sent to all departments in a few days outlining these steps.

4. Report of the Ad Hoc Group on Resource Documentation

FARR reported for the committee. The committee has identified the problems but is still working on solutions. For example, proposals are arriving with no budget or a budget proposal that is "a fantasy." Also, proposals are arriving that are based on fixed-term and adjunct faculty lines only. The committee is examining the role of faculty governance with respect to these issues, especially around the issue of PSU culture. The committee will be proposing the addition of a cover sheet, to include a summary of the budget and mission, and a flow chart that shows the

exact steps for program approval, and recommends the report be forwarded to Graduate Council and Curriculum Committee.

GELMON noted the report will be posted on the Senate list, as well as being forwarded to the committees for review and return for approval.

5. Report of the Ad Hoc Group on SEEMT

RUETER directed Senators to G-3, noting that the Senior Executive Enrollment Management Team has addressed many concerns that this committee was formed to look at in the first place, so that the committee feels that these issues do not have to be addressed by the Senate.

NOTE: There is no recorded transcript from this point.

Alternatively, the committee conducted an informal email survey of 265 faculty on specific aspects of the SEEMT Report. Five questions were asked and the response rate was very good. As G-5 indicates, results can be found at http://web.pdx.edu/~rueterj/senate/seemt_results.html

H. ADJOURNMENT

The meeting was adjourned at 1641.

PORTLAND STATE UNIVERSITY

Office of Academic Affairs

Post Office Box 751
Portland, Oregon 97232-0751

T 503-725-4411

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A <http://www.pdx.edu/oaa>

April 7, 2003

Dear Colleagues,

Given the uncertainty of the budget and the need for greater communication in such times, I felt it would be helpful to provide an update and clarification to you on a number of issues. Times such as these call for drawing upon our deepest reserves of collegiality and most innovative thinking as we face difficult budgetary choices while ensuring the continued positive direction set for the university. This direction is expressed in our vision, values and priorities, approved by the Faculty Senate and President Bernstine this winter.* Together they demonstrate our commitment to become an "internationally recognized" university known for student learning, innovative research and community engagement.

Let me begin first with thanks to all of you for your good work the past two quarters. Not only have you continued to meet extraordinary enrollment demands, but also together we have increased external research funding by 12 percent over this time last year and expanded the opportunities for community engagement.

Budget Update

The work of the Budget and Priorities Committee is on schedule as are the budget proposals from all of the units in Academic Affairs. I know that at times it appears that enrollment growth is the only priority we recognize, but I want to make the clear case that this perception does not accurately reflect the institution's priorities. It is true, that as the deans and I discuss how best to meet our budget cuts, it is evident that continued enrollment increases are giving us greater flexibility than if we were in a steady state or had declining enrollment. But to meet the full range of our vision, we as a community must give significant attention to protecting the values and priorities that match our vision. This attention is reflected in the ad hoc Budget & Priorities Committee's articulation of criteria for making decisions on budgetary cuts and enhancements.** To summarize these criteria, they include protecting and enhancing growth in:

- enrollment with proportionate growth in human resources and supporting infrastructure,
- regional, statewide, national, and international recognition for innovative programs, scholarship of distinction and research,
- public-private partnerships and in related entrepreneurial activities, and
- multiple funding streams.

The basic elements of these criteria are drawn from a number of sources including President Bernstine's special January convocation address and the ongoing planning process (including narratives on vision, values, and priorities). In response to a request from the Budget & Priorities Committee, I have requested budget scenarios based on targeted budget reductions from each of the areas under Academic Affairs. Each dean and vice provost has been asked to keep the above criteria at the forefront of their deliberations. The scenarios will be considered in OAA, and I will forward our best thinking to the Budget and Priorities Committee this month.

Course Redesign

The seriousness of our budget cuts convinces me that we need to think differently about how we offer instruction. This is particularly relevant for high demand introductory courses and, of course, falls within the faculty's responsibility for teaching and learning. We began funding pilot course redesign projects in 2000, and fortunately have had seven areas engaging in course redesign: Foreign Languages and Literatures (Spanish), Art Department (Graphic Arts), Master's in Social Work, Computer Science, Mathematical Sciences (statistics), Psychology and the Library. To achieve the goals of increasing student learning, promoting faculty vitality, and decreasing the costs of instruction, faculty members are restructuring their work to maximize essential faculty-student interaction, integrating new technologies where appropriate into the student learning process, and enhancing student learning through peer interaction. One of the clearest examples of an area that has made great strides in achieving the goals of the project is the Spanish Language program. In rethinking an introductory course, faculty focused first on introductory Spanish and are now working on the second year. Features of the new redesign include computerized placement tests that have resulted in better placement of students, better distribution of abilities in a class, and fewer drops per section. More accurate student placements, competency-based learning, and a mixed model of on-line and in-class instruction translates into increased student credit hour production per section. The department is now able to serve 83% more students with a cost increase of 35%. Evidence of increases in student learning are demonstrated by improved oral achievement, an increase in mean course grades from 80.3% to 83.7%, and increased student satisfaction. Participating faculty report that they now have greater control of how they spend their time and thus increased vitality.

Support for Travel and Tenure-related Positions

As you know, Governor Kulongowski implemented a number of directives related to our declining State budget, including severe travel limitations. After discussion about our priorities, the President and the Executive Committee made a decision to support selected faculty-related travel. One of the criteria I established is travel for tenure-related faculty candidates to visit campus. Under some duress, we have continued with tenure-track searches because of the critical need to balance the proportion of tenure-track faculty with enrollment growth. Even with the limitations placed on hiring last July, sixty-one tenure-related positions have received approval for recruitment or continuation of a search unfilled in the previous year.

Because presentation of peer-reviewed papers at national conferences is an expectation for tenure-related faculty, we have made this type of travel another criterion for approval. In some departments this criterion may not have been clearly communicated. To address any instances where junior faculty may have used personal funds for travel this year that included presentation of peer-reviewed papers, I have retained a modest balance in our 2002-03 PSU Foundation account to provide an opportunity for partial reimbursement to junior faculty. The application details are being sent directly to tenure-related faculty in their first, second, or third years. If you have questions, please contact Donna Bergh, berghd@pdx.edu. In addition, travel has been approved for student recruitment and a limited number of staff and student presentations at regional and national conferences.

Infrastructure Support for Research

As you may know, the faculty focus groups on vision, values, and priorities identified, as one area needing attention, infrastructure support for research. One aspect of addressing this need was to bring Ron Henry, Provost at Georgia State University, to campus to consult with selected faculty and administrators. Provost Henry submitted a report, Research Infrastructure and Support at Portland State University, which is now being reviewed by an ad hoc committee that includes Deans Marvin Kaiser and Jim Ward, Vice Provosts Bill Feyerherm and Mike Driscoll, and me. I expect to have a set of recommendations for the Council of Academic Deans and the Faculty Senate before the end of this term. The expectation is that we will then work, along with Vice President Jay Kenton and others in Finance and Administration, to improve infrastructure support.

We are also working to ensure the current budget situation doesn't compromise our vision in such areas as the pursuit of funding to support research. To do this, Vice Provost William Feyerherm has drafted a unique proposal for investing in research that promises to enable us to maintain our trajectory in times of economic uncertainty. The proposal is now available for review and comment and is posted.*** Please contact either Bill or me with your ideas.

In this time of stress and worry about the university's as well as the nation's future, I hope that this letter affirms the thought and attention the administration is spending on ensuring that this institution will not only maintain it's mission, but deliver on the promise of becoming the great university our great city needs. I have every confidence that we can achieve these goals by working together in full knowledge of the circumstances confronting us. Your concerns and questions are welcome, and I invite you to contact me or Vice Provost Mike Driscoll.

Sincerely,



Mary Kay Tetreault
Provost and Vice President for Academic Affairs

c: President Dan Bernstine
Members of the Executive Committee
Members of the Council of Academic Deans Plus

**The approved vision, values and priorities statements may be found at http://portfolio.pdx.edu/PSU_Vision/*

*** The full description of criteria may be found on the Budget & Priorities Committee page at <http://www.bud.pdx.edu/budget2003/>*

**** The research proposal may be found at <http://www.gsr.pdx.edu/rsp/resprop.html>*

Duncan Carter

Report on Interinstitutional Faculty Senate meeting, 4-5 April 2003

On Friday the IFS met in the State Capitol building in order to maximize our contact with the legislature. We began with a two-hour session featuring Rep. Vic Backlund, Chair, House Education Committee; Sen. Ryan Deckert, Chair, Senate Revenue Committee; Rep. Susan Morgan, Chair, Subcommittee on Education or the Senate Ways and Means Committee; and Sen. Frank Morse, Joint Ways and Means Committee. Rep. Tootie Smith of the House Ways and Means Committee was scheduled to join us but could not. It is worth noting here that of these legislators, Sen. Deckert was the only Democrat.

Sen. Decker spoke of three options facing the legislature:

- a. Cuts appropriate to no new revenue.
- b. Cobble together some incremental changes—beer and wine tax, possibly some changes to exemptions in state income tax law, and the like.
- c. Substantive tax reform.

of the three, he seemed to think option “b” was the most likely.

Several of the legislators spoke of eliminating or amending the “kicker” law. Sen. Morse described it as “a bad piece of public policy.”

Rep. Morgan noted that 42.3% of the state budget goes to schools, 57% to all forms of education. If you add in prisons and human services, that’s 80% of the budget. So there isn’t much room to increase the portion going to higher education or anyone else, not unless and until support for K-12 can be moved out of the state budget. She spoke of how “exhausting and depressing” it is “to dismantle” budgets, and spoke of the coming budget as a “defibrillator budget.” She expressed concern that “a crummy budget” be seen as a setup for a new revenue proposal, and believed any proposals for new revenue would need wide public discussion. And when we go to the voters, we can’t use scare tactics, no “our hair is on fire” arguments.

There was some talk of how the sky failed to fall, as we had said it would, when Measure 28 went down—and how this discrepancy between predictions and reality only fed public cynicism and distrust.

“Is there something we can do?” we asked. “Develop a relationship with your legislator. Emails are fine, but it’s most effective to see them face to face.”

From 1:30 to 3:00 we did just that—met face to face with our respective legislators, working from talking points generated by Grattan Kerans of OUS..

We then met with Mylia Christensen, Administrator of PEBB; Grattan Kerans; and Mark Nelson, lobbyist for the AOF.

Ms. Christensen gave us a crash course on how PEBB works. Her presentation was most professional and competent, but she was unsympathetic to those who bemoaned the loss of “cashback” and, while conceding that OUS participants essentially subsidized the others in the plan, was unsympathetic to the idea of our withdrawing from the pool. She saw the only hope for the future as the reduction of medical costs by a movement toward “evidence-based medicine.”

Grattan Kerans talked the progress of OUS in supporting its initiative SB 437, the Higher Education Efficiency Act. And important piece of that legislation is the attempt to secure greater autonomy for the system as a whole and for institutions within it. Even if OUS secures the level of funding it is asking for, which is 72% of the median of its peers, it would take us 8 years to get back even to the funding levels of 1989. OUS is also trying to find a way to get around the governor's salary freeze and leave the possibility of some raises. Kerans spoke of doing a lot of work on economic stimulus, and he referred briefly to PERS—notably mentioning the possibility of removing the 6% pickup and paying employees that 6% some other way. This would effectively kill the money match.

Saturday IFS senators met in the board room at the Willamette Valley Vineyards. No mention of "drowning our sorrows" will be made. Saturday sessions are where we process what we heard the day before, conduct our own business, and report on developments at our various campuses. On this day a good deal of comment focused on the OUS target of 72% of the median peer funding level. The figure was originally 80%, but was reduced to 72% when the governor issued his budget. Curious that the level we absolutely need to maintain quality exactly fits the governor's budget. It was also noted that what is being talked about here is 72% of a half, which is to say 36% of the highest funding level among our peers. As one senator put it, "That's not drawing a line in the sand, that's putting your head in the sand."

Some sympathy was expressed, however, for the rhetorical situation in which the Chancellor finds himself. He has to say "we're doing OK but . . ." He cannot say "we're barely functioning," or "we're doing a terrible job."

One item that stood out in local news was the number of vacancies in elevated positions. The president at EOSC is resigning, possibly because of the recent establishment of a faculty union. Of course, OUS was already searching for a president and is hoping to conclude the search in early June. Someone ventured that if they could find a football coach, they should be able to find a president. The new dean of the school of medicine at OHSU resigned after less than a year, citing the budget. Plunging budgets dominated the discussion.

The Chancellor will speak with the IFS at the June meeting.

Everyone is encouraged to attend the joint meeting of the AAUP, AOF, and IFS in Corvallis on Saturday, May 3.

April 14, 2003

To: Faculty Senate
From: Sharon Elteto, University Curriculum Committee
Re: Recommended for approval by Faculty Senate

The University Curriculum Committee submits the following program changes, new courses and changes in existing courses.

College of Liberal Arts and Science

G 450 Middle School Earth/Space Sciences. New course.
G 459 Quaternary Climate. New course.
G 466 Glaciology. New course.

Geog 482 Satellite Image Classification. New Course.
Geog 489 Building a GIS Database with GPS. New course.
Geog 497 Spatial Quantitative Methods. New Course.

HST 314 Ancient Near East and Egypt. New course.
HST 330 Native Americans of Eastern North America. New course.
HST 331 Native Americans of Western North America. New course.
HST 336 Lewis and Clark and the American West. New course.
HST 349 United States Indian Policy. New course.
HST 429 Topics in Modern U.S. Cultural History. New course.
HST 464 Indians of the Pacific Northwest. New course.
Program change for History: change in geographical areas of concentration.

NAS (Native American Studies) 201. Introduction to Native American Studies. New course.
NAS 404. Cooperative Education/Internship. New course.
Program proposal: Minor in Native American Studies.

PHL 314 Computer Ethics. New course.

School of Fine & Performing Arts

TA 348 Acting for the Camera. New course.

Hatfield School of Government**Graduate Certificate in Public Management – new program**

The Certificate in Public Management is intended to provide existing and aspiring middle managers in public organizations with the knowledge and skills necessary to be fully successful in carrying out their administrative responsibilities. Managers in public agencies come from a variety of background. Many public organizations require their managers to undergo internal training in preparation for their increase level of managerial responsibilities. The Certificate in Public Management provides a academic credential for individuals in addition to the internal training.

The objective of the program is to improve the effectiveness, efficiency and efficacy of those responsible for managing the public's business by providing them with the following knowledge and skills:

1. Distinctive role and responsibilities as middle managers in a public organization
2. Knowledge and skills to manage organizational systems such as budgeting, personnel and management information
3. Knowledge and skills to manage organizational design, change and evaluation
4. Knowledge and skills to manage inter-organizational and inter-jurisdictional relationships
5. Knowledge and skills to manage conflict
6. Knowledge and skills to manage cultural and organizational diversity

The certificate requires the student to complete 21 credits (seven 3-credit hour courses).

The following two courses are required of all students:

PA 511 – Public Administration

PA 540 – Administrative Theory and Behavior

In addition student must take five additional courses form an approved list of available courses.

**Proposed Amendment to the Constitution
of the PSU Faculty**

(underlined text added, deleted text ~~struck out~~, italics text moved)

Article IV., Section 4., 4), f) Library Committee. This committee shall consist of seven faculty members, to include at least one each from Arts and Humanities, Science and Engineering, and Social Science; ~~one member selected at large;~~ and two students. The Committee shall:

- 1) Advise the Director of the Library in the establishment of all policies regarding the Library.
- 2) Recommend the allotment of library purchases and acquisitions according to college, school and departmental needs.
- 3) Report to the Senate at least once each year.

Academic Requirements Committee (ARC)
Annual Report to the Faculty Senate
2002/2003

The Academic Requirements Committee shall:

1. Develop and recommend policies regarding the admission of entering freshman.
2. Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
3. Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs.
4. Make recommendations and propose changes in academic requirements to the Faculty Senate.
5. Report to the Senate at least once a year.
6. Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council (Faculty Governance Guide).

Committee Members: Patricia Wetzel, Paulette Watanabe, Kathleen Merrow, Tom Harvey, Michael Cummings, Robert Mercer (chair), Lauren McCartney (student), Angela Garbarino (Degree Requirements consultant), Terrel Rhodes (Curriculum and University Studies consultant), Dan Fortmiller (IASC consultant), Judy Patton (University Studies consultant).

During the period 9/16/02 to 4/15/03, ARC processed 399 petitions. Of those 355 were granted and 44 denied.

Actions of the Committee:

In October the Committee held a number of discussions regarding the expiration of the use of the distribution model for graduation. Acknowledging the range of interpretation of the rules, the Committee set Summer 2005 as the final term for students, who meet all the other numerous stipulations, to graduate using those distribution requirements.

Over the year ARC members have been participating in an ad hoc discussion with representatives from the Curriculum Committee and University Studies on issues related to general education and liberal education.

In April the Committee referred three proposals to the Faculty Senate regarding graduation with honors. The proposal for using latin terminology in a three-tiered system was approved. The proposal applying the repeat policy uniformly was also approved. The third proposal will be presented at the May Senate meeting.

Annual Report of the General Student Affairs Committee for 2002-2003

To the Faculty Senate
 Portland State University
 April 14, 2003

Members of the CommitteeChair:

Jack Devletian Mechanical Engineering

Faculty

Thomas Graham	SSW (Social Work)
Christina Hulbe	Geology
Candyce Reynolds	UNST (University Studies)
Dirgham Sbait	FLL (Foreign Languages & Lit.)
Jack Devletian	ME (Mechanical Engineering)

Student members:

Elizabeth Jackson
 Rebecca Pierce
 Nathan Sackett

Consultants:

Wendy Endress	Dean of Students & Assoc. Vice Provost for Student Affairs 433E SMSU
Douglas Samuels	Vice Provost for Student Affairs 349 Cramer Hall
Amy Spring	Assistant Director for Learning & Serve 352 Cramer Hall
John Wanjala	Ombudsperson 169 Cramer Hall
Burton Christopherson	Director, Affirmative Action & EO 122 Cramer Hall
Jon Joiner	Multi-Cultural Advisor

Report

The General Student Affairs Committee (GSAC) serves in an advisory capacity to administrative officers on matters of student affairs, educational activities, budgets, and student discipline. The committee does have the specific responsibility to review and make recommendations regarding policies related to student services, programs, and long-range planning. Each year the committee selects the recipients of the President's Community Service Awards, as well as the student Commencement speaker.

This year, the GSAC revised the criteria for the two Presidential Awards. The GSAC agreed that there were several problems with last year's criteria and requirements for the two awards. For example, there needed to be a much clearer distinction between the two Presidential awards. Also, the nomination letters and student essays often did not connect directly with the required list of criteria. The number of awardees for each award should be the same. The 2-page essay provided by the student was too long. Service activities cited by the student could not be verified. Each awardee should be given a modest honorarium of \$100.

The committee agreed to modify the current criteria for the two Presidential awards, as follows:

- a) The names of the two awards were changed to read:
 - a. "Presidential Awards for Outstanding Community Engagement", and
 - b. "Presidential Awards for Outstanding University Service.
- b) Each award was divided into:
 - a. Undergraduate division, and
 - b. Graduate division.
- c) Total number of awardees for each of the Presidential awards was changed to 12, which were divided into graduate and undergraduate categories in proportion to the number of graduate and undergraduate students currently enrolled in the University.
- d) Students are allowed to apply directly for a Presidential award by filling out an application form.
- e) A letter of endorsement from a faculty member is required.
- f) Each student must write an essay that is 500 words or less. In addition, the essay must contain a separate 50-word synopsis of the essay.

Thus, commencing spring quarter 2003, the new requirements for: (1) the President's Awards for Outstanding Community Engagement and (2) the President's Awards for Outstanding University Service include the following:

President's Awards for Outstanding Community Engagement

This award recognizes students who are or have engaged in an ongoing community service effort off campus.

Twelve (12) recipients each year are selected from candidates who have completed applications and have replied to the following question in 500 words or less: "*Describe your community service off campus and how it has impacted your worldview and the role you play in the community.*"

Criteria:

- GPA: 2.5 or higher
- Jr., Sr. or Graduate class standing
- Letter of endorsement
- Degree to which essay reflects:

Ongoing/pattern of service
Depth of engagement
Connection between service and academic goals
Engagement above and beyond course requirements
Ability to articulate personal development/learning

President's Awards for Outstanding University Service

This award recognizes students who have engaged in an effort to enhance the student experience at PSU.

Twelve (12) recipients each year are selected from candidates who have completed applications and have replied to the following question in 500 words or less: *"Describe your service to the University and how it impacted you, your peers, and the institution."*

Criteria:

- GPA: 2.5 or higher
- Jr., Sr., or Graduate class standing
- Letter of endorsement
- Degree to which essay reflects:
 - Ability to involve others in the initiative or service
 - Demonstrated initiative and leadership
 - Connection between service and career or academic goals
 - Engagement above and beyond minimum employment expectations
 - Ability to articulate personal development/learning

Timeline:

May 25-June 14	Awards presented
May 12	Invitations distributed
April 28-May 9	Selection
April 21	Deadline for submission
February 17	Publicity begins

Status as of April 17, 2003

General Student Affairs Committee will not only select the recipients for the two Presidential Awards (using the new criteria listed above), but also choose the Student Commencement Speaker(s) for the 2002-03 academic year. This selection process will be completed in May, 2003.

Submitted by
Jack Devletian, Chair
General Student Affairs Committee

LIBRARY COMMITTEE REPORT TO FACULTY SENATE

(May 5, 2003)

Chair: Linda Walton, HST (Jan. 2002-)

Faculty: Pelin Basci, FLL (2001-)

David Holloway, ENG (2001-)

Mary King, ECON (Jan. 2002-)

John Erdman, MTH (Jan.2003-)

Anne McClanan, ART (Jan.2002-)

Jack Corbett, PA

Students: Laura Campos

The monthly meetings of the Library Committee this year have focused on the Budget Allocation Plan proposed by the Library. The Library Committee reported on this at the January 6, 2003 Faculty Senate meeting, including the process for University-wide responses to the proposal. The Library Committee has also considered changes to the copyright policy currently in effect for reserves and deliberated how to protect library holdings from theft. Finally, as a result of discussions surrounding the new budget allocation plan, the Library Committee wishes to introduce a constitutional amendment to ensure representation from all units of the University. This recommendation was prompted by the fact that this year the Library Committee initially had no representative from the Sciences, although the proposal to reallocate library resources was projected to have a substantial impact on the Sciences. Since next year's Library Committee will be appointed soon, it is timely to take up this amendment now.

**Scholastic Standards Committee
2003 Report to the Faculty Senate**

Chairperson: Alan MacCormack UNST

Faculty: John Armbrust LING
David Boone BIO
John Damis PS
Angela Garbarino AO
Liane Gough IASC
Garrison Greenwood ECE
Karen Ledbetter CAPS
Daniel Sullivan SOC
Mingdi Yan CHEM

Student Nathan Sackett

Committee Responsibilities: The Scholastic Standards Committee is charged with recommending academic standards that maintain the reputation of the undergraduate program of the University. It advises the Registrar in academic matters concerning transfer students or students seeking readmission after having had academic deficiencies. It assists undergraduate students who are having difficulty with scholastic regulations and adjudicates student petitions that request academic readmission.

Committee Activities: In light of these responsibilities the SSC has met weekly throughout the year (including summer term) to review student petitions and to discuss policy issues as they arise. The chair wishes to take this opportunity to thank all of the committee members for their hard work in keeping up with the flow of student petitions.

This year we have attempted to carry forward the movement begun by previous committees to develop written guidelines to ensure more consistency between members, petitions and years in our treatment of petitions. We intend to establish an annual date to review, reaffirm and possibly modify these guidelines as a committee.

The committee was faced with a number of cases in which students were attending classes for an entire quarter without registering and then petitioning to have the courses retroactively added. We became concerned that students were availing themselves of class spaces and university services without paying for them and that the retroactive additions would likely only include those classes in which the student had been successful. Committee policy now is to deny these petitions in most cases unless they are accompanied by a supporting letter from financial aid or accounts receivable.

A large number of petitions for retroactive drops and tuition remission arise from students who register for classes, never attend, but also never drop or withdraw. It is the university policy to charge these students the full tuition for the courses, but there is very often difficulty in collecting these monies. While in some cases students were doing this repeatedly, possibly to gain access to student services, in most cases the omission seems to be due to forgetfulness or ignorance of university practice. We have worked with admissions and records to ensure that students are clearly informed of the financial obligations they assume when registering. In the past, the committee policy was to consider the individual circumstances and then grant either a full remission or deny the petition. After consulting with accounts receivable and admissions and records staff we have added an additional option of granting an 85% refund and recording the course grade as a "W".

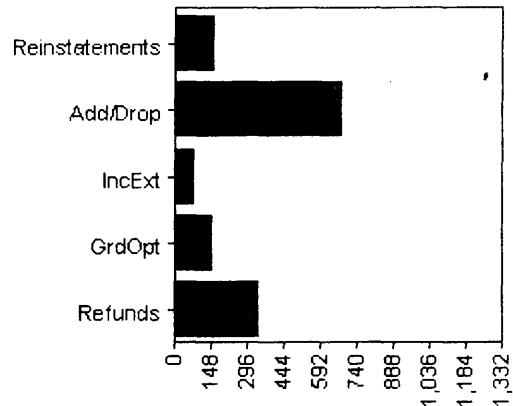
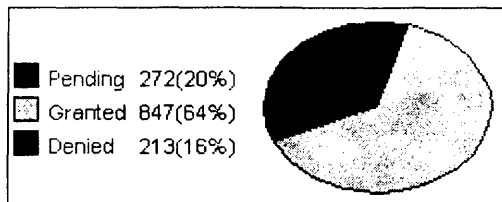
We would like to take this opportunity to encourage faculty to review the guidelines for assigning X's and I's as outlined in the University Bulletin. X's and I's that are not resolved within a year become part of the student's permanent transcript. Extensions for the completion of an I are routinely granted by the committee when accompanied by a letter of faculty support; petitions to remove W, I, and X grades from transcripts are not. Students whose academic performance places them in academic warning, probation, or disqualification cannot change their status for the quarter by completing incompletes or convincing faculty to file grade changes.

We would like to thank the faculty for the time and thought they devote to the letters of support that accompany student petitions; they are often the deciding factor in our decisions.

Statistics for SSC petitions entered beginning 04/01/2002, through 03/31/2003:

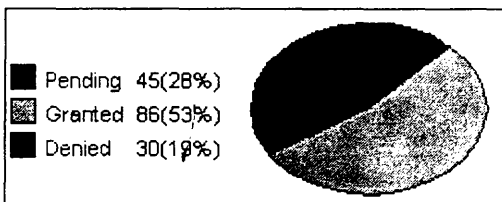
Totals

SSC Petitions: 1332

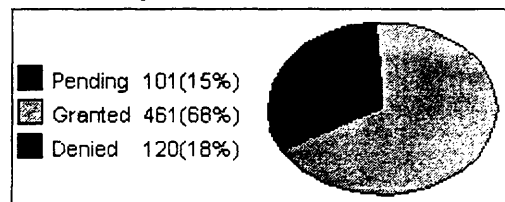


Detail by Type

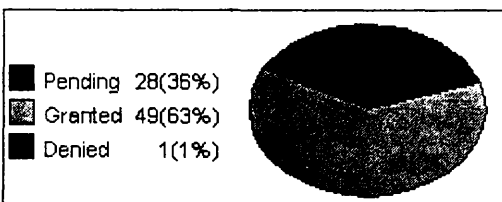
Reinstatements: 161



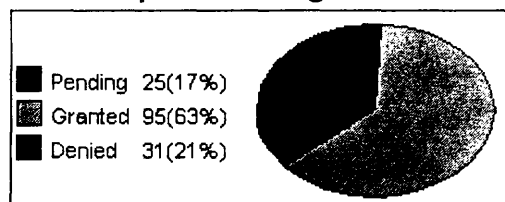
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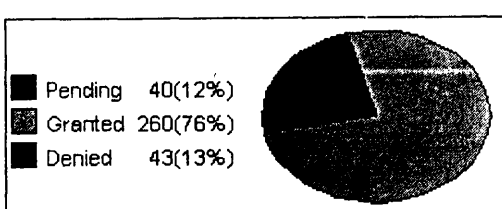
Inc. Extensions: 78



Grade Option Changes: 151



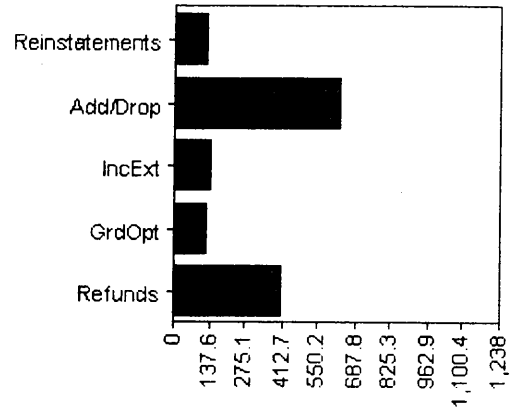
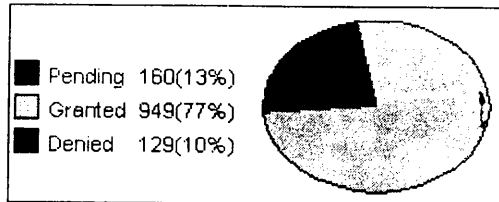
Refunds: 343



Statistics for SSC petitions entered beginning 04/01/2001, through 03/31/2002:

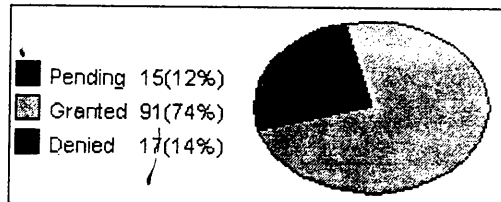
Totals

SSC Petitions: 1238

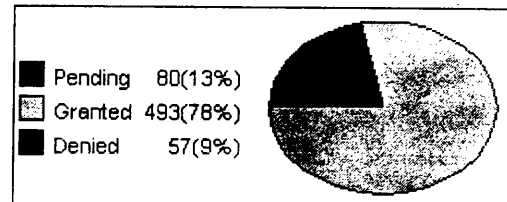


Detail by Type

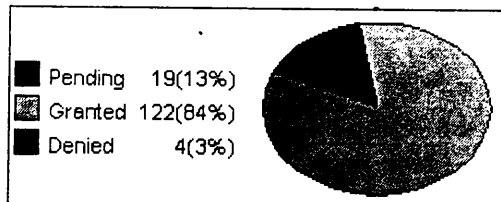
Reinstatements: 123



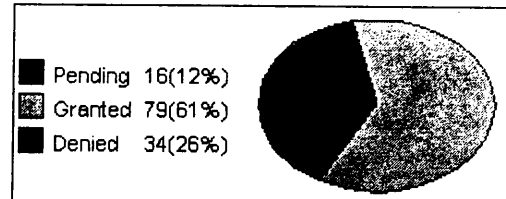
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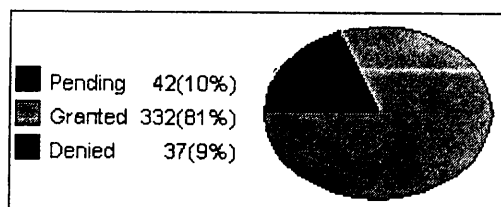
Inc. Extensions: 145



Grade Option Changes: 129



Refunds: 411



DATE: April 14, 2003

TO: Faculty Senate

FROM: Teacher Education Committee
Ellen Reuler, Chair

RE: Annual Report 2002-03

Committee Members: Emily de la Cruz, CI; Carolyn Carr, EPFA; Marj Enneking, MTH; Bill Fischer, FLL; Greg Jacob, ENG; David Jimerson, MUS; Bill LaPore, ART; Jane Mercer, Comm. Health; Carol Morgaine, CFS; Ellen Reuler, SPHR; Barbara Ruben, CI; William Tate, TA; Bob Tinnin, BIO; Laura Campost, Student

Ex-Officio Member: Phyllis Edmundson, Dean, Graduate School of Education
Carol Mack, Assoc. Dean, Graduate School of Education
Sarah Beasley, Education Librarian

The University Teacher Education Committee (TEC) continues to operate under the premise that teacher education is an all-university activity and responsibility. It serves in an advisory capacity to coordinate activities of the schools, colleges, and departments of the University that are directly involved in teacher education. The TEC provides a direct communication link between the Graduate School of Education (GSE), the unit directly responsible for teacher education, and those departments across the university involved in the education of teacher candidates.

TEC Activities 2002-03

The TEC had two retreats during the summer of 2002 and has met monthly during the 2002-03 academic year. This was the second summer that the committee had two retreats and the third year of the committee meeting monthly throughout the academic year.

Summer Retreats

- The first of two retreats was held on July 12, 2002 with participants from TEC, Graduate Teacher Education Program (GTEP), the GSE and the Continuing Teacher Licensure (CTL) program. The focus of the retreat was on the CTL program. The CTL Director presented the status of CTL in Oregon and at PSU, with discussion and activities focused on how content areas can be successfully incorporated into the program. Outcomes of the retreat were to establish a CTL subcommittee of TEC to continue to make recommendations regarding the direction of CTL at PSU, particularly in regard to content areas and to continue to focus on CTL during the academic year.

- The second retreat was held on September 16, 2002.¹ The focus of this retreat was on the undergraduate course, Teaching as a Career (ED 199), that was piloted during spring term 2002 to provide an opportunity for undergraduates who may be interested in teaching to explore themes of schooling, learning, and teaching. Several recommendations were made, with the idea of further discussion during the academic year. These recommendations included increasing the course to 4 credits, expanding the focus to include middle, high school and administrative careers in education, and adding ED 299, a course to continue to explore these issues and which would begin incorporating field experiences. Other topics covered in this retreat included further discussion of CTL and TEC subcommittee goals for the 2002-03 academic year.

Subcommittees

TEC has three subcommittees that were established as a direct result of discussions during the 2001-02 academic year and the summer 2002 retreats.

- Prerequisites/Admission Requirements
This subcommittee is continuing to look into current prerequisites and admission requirements for GSE and how they may fit into an undergraduate program for students interested in education. The question of depth and breath of content knowledge is also being examined.
- University-Wide Pathways/Advising
The purpose of this subcommittee is to begin to formulate a plan for an undergraduate education presence at PSU, specifically to identify courses across all departments that may be appropriate for undergraduate students interested in the field of education, to develop advising strategies and materials for undergraduate students and their program advisors, and to consider an proposal from the Curriculum and Instruction Department for an Education Studies emphasis. Discussions have included content area requirements, prerequisites in specific departments that may or may not be meeting students for teacher preparation, using the existing advising materials that have been established as a foundation for further development of materials, and the need for content area focus at the undergraduate level.
- Continuing Teacher Licensure
The subcommittee has proposed several modifications to the CTL program. One recommendation was to have the program completed in 5 terms, beginning in the summer and ending at the end of the following summer, rather than a 6 term program that ends in winter term. This allows the candidates to have the flow of the support circle throughout the process, but solves the dilemma for those who switch schools, grade levels, or subjects. Other recommendations include developing an alternative CTL program for middle school and high school teachers with key components to include helping teachers infuse Oregon content area standards in their teaching and to develop advanced pedagogical content knowledge.

Other Activities

Teaching as a Career (ED 199) and Biology for Elementary Educators (BIO 399)

- ED 199 is being offered again spring term 2003 and is team taught by a faculty member in Biology, a faculty member from GSE and an elementary school principal from Portland Public Schools.
- BIO 399 was developed by a faculty member in the Biology department with an interest in elementary education. This course was piloted during the winter term 2003 with participation also from the Associate Dean of GSE.

Club Ed

- TEC has worked with Club Ed to promote the organization and to establish a core leadership group. Club ED is a student organization established to encourage undergraduate students to consider the field of education, to sponsor projects, activities and events that contribute to the awareness of issues related to education and to promote academic and social activities to foster relationships among students. Club Ed is sponsored by the Student Fee Committee, the GSE, and the Oregon Collaborative for Excellence in the Preparation of Teachers (OCEPT). TEC is committed to providing support for Club Ed as part of the mission to provide opportunities for undergraduate students at PSU who are interested in the field of education.

Praxis II

- TEC had a representative at the Praxis II Workshop at the University of Portland who reported to the TEC regarding the current status and issues of both the Praxis II and Praxis III tests. Praxis II are content tests required for program completion and teacher licensure in Oregon. Recommendations have been for faculty to become more familiar with content area praxis tests and for faculty to develop test preparation workshops for teacher candidates. The GSE requires all incoming graduate students to have passed the Praxis II before they are admitted to the program.

Teacher Standards and Practice Commission (TSPC)

- TEC continues to receive reports from TSPC through Carol Mack, Associate Dean of GSE who is currently a commissioner and chair of TSPC's licensure committee.

Information and Academic Support Center (IASC)

- TEC is committed to maintaining a connection to IASC and sharing information relative to advising and opportunities for undergraduate students interested in education. Secondary advisors were invited to a TEC meeting to discuss these issues.

Next Steps

Subcommittees

- Short term and long term goals for each subcommittee will be established by the end of the 2002-03 academic year.

Retreats

- Retreat topics for the summer 2003 will be determined.